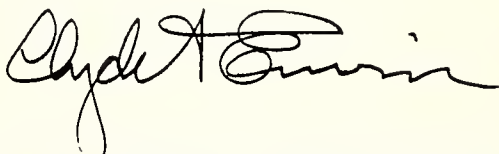


FOREWORD

The social studies program is one of our most effective means of developing the attitudes, skills, and competencies which we believe essential to democratic living. The program has as its basic aim the enlargement of those understandings necessary to effective participation in our changing society. Basically, it is in this area of our school program that children re-discover the past and seek to understand and appreciate their heritage; unravel the present and seek to understand their world of people; and finally, live and work with others in an effort to make this a better world. The scope of influence emanating from experiences in a social studies program is inestimable. Through effective teaching, children relive the past and determine to preserve its best, and concurrently live the present and aspire for the better. The teachers of social studies—and all teachers are—have almost unlimited possibilities for creating in the hearts of children an insatiable desire to make things better in their day.

Because social studies must be *lived*—not just taught in the conventional sense of the word—this bulletin is a departure from our usual pattern of curriculum construction. In this publication we have attempted to illustrate our beliefs about the social studies program by recounting the actual experiences which some school groups have found profitable. Teachers and children tell their stories in this bulletin. It is in the attitude of sharing promising practices in the teaching of social studies that these stories are released. The illustrative experiences are fascinating and should prove stimulating to those who work with children in a wholesome and democratic atmosphere.

A handwritten signature in dark ink, appearing to read "Clyde T. Ewing". The signature is fluid and cursive, with a large initial "C" and a long, sweeping underline.

State Superintendent Public Instruction

April 8, 1952.